

General Certificate of Education

A2 History 2041

Unit 3: HIS3C

The Emergence of a Great Power?

Spain, 1492–1556

Mark Scheme

Specimen mark scheme for examinations in June 2010 onwards
This mark scheme uses the [new numbering system](#)

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Set and published by the Assessment and Qualifications Alliance.

Generic Introduction for A2

The A2 History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since a good historian must be able to combine a range of skills and knowledge. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or low Level 2 if some comment is included. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at Level 2 or low Level 3 depending on their synoptic understanding and linkage of ideas. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(b)) and will have access to the higher mark ranges.

To obtain an award of Level 3 or higher, candidates will need to address the synoptic requirements of A Level. The open-ended essay questions set are, by nature, synoptic and encourage a range of argument. Differentiation between performance at Levels 3, 4, and 5 therefore depends on how a candidate's knowledge and understanding are combined and used to support an argument and the how that argument is communicated.

The mark scheme emphasises features which measure the extent to which a candidate has begun to '*think like a historian*' and show higher order skills. As indicated in the level criteria, candidates will show their historical understanding by:

- The way the requirements of the question are interpreted
- The quality of the arguments and the range/depth/type of material used in support
- The presentation of the answer (including the level of communication skills)
- The awareness and use of differing historical interpretations
- The degree of independent judgement and conceptual understanding shown

It is expected that A2 candidates will perform to the highest level possible for them and the requirements for Level 5, which demands the highest level of expertise have therefore been made deliberately challenging in order to identify the most able candidates.

CRITERIA FOR MARKING GCE HISTORY:

A2 EXAMINATION PAPERS

General Guidance for Examiners (to accompany Level Descriptors)

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- Depth and precision in the use of factual information
- Depth and originality in the development of an argument
- The extent of the synoptic links
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- The way the answer is brought together in the conclusion

Specimen Mark Scheme for examinations in June 2010 onwards

A2 Unit 3: The State and the People: Change and Continuity

HIS3C: The Emergence of a Great Power? Spain, 1492–1556

Question 1

- 01** 'The acquisition of Granada in 1492 was the most important factor in securing Ferdinand and Isabella's authority in Spain in the early years of their reign.'
To what extent do you agree with this view? (45 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme for essays at A2

- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **0-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
- L3:** Answers will show a good understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, which may, however, lack depth. There will be some synoptic links made between the ideas, arguments and information included although these may not be highly developed. There will be some understanding of varying historical interpretations. Answers will be clearly expressed and show reasonable organisation in the presentation of material. **16-25**
- L4:** Answers will show a very good understanding of the demands of the question. There will be synoptic links made between the ideas, arguments and information included showing an overall historical understanding. There will be a good understanding and use of differing historical interpretations and debate and the answer will show judgement through sustained argument backed by a carefully selected range of precise evidence. Answers will be well-organised and display good skills of written communication. **26-37**

L5: Answers will show a full understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be very well-structured and fluently written.

38-45

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates will need to assess the extent of the contribution of the conquest of Granada to the prestige and authority of the new monarchy in Spain and consider this against a range of other factors which also played a part in establishing Ferdinand and Isabella on the throne. Candidates may refer to some of the following material:

- Granada was an important strategic acquisition on the Mediterranean south of Spain – regarding defence, trade routes etc.
- it brought financial advantages, e.g. the Pope allowed the Catholic Monarchs to raise taxes (e.g. the *crusada*) to pay for the war/grants were given
- Catholicism was theoretically extended throughout Spain
- Ferdinand and Isabella were personally involved and their presence raised their profile and presented them as heroic leaders both in Spain and across Europe
- participants in the war were treated favourably afterwards and this led to limited continuing opposition
- it generated some unity in Spain as recruits for the conquest were drawn from both Aragon and Castile

This may be balanced by a range of other factors which may be used to debate the issue:

- the peripatetic form of kingship adopted by Ferdinand and Isabella was just as significant in allowing their authority to be quickly seen and accepted. It also meant that they could deal with any problems ‘on the spot’ rather than resorting to a military assault
- the work of the Holy Brotherhoods acting as a ‘police force’ helped to introduce and maintain order in many areas
- the use of corregidores to collect taxes, deal with infringements of authority, report back to the Crown etc. also meant that control was reasonably regularly applied in the provinces. Other officials checked the work of the corregidores to control ‘irregularities’
- care was taken to draw the nobility into the system, e.g. they were required to spend time at court, act as representatives on councils, be soldiers, were given rewards and titles for their conformity and contributions; these included land which could not be sold/divided; this neatly controlled the number of landholding aristocracy
- Ferdinand acted as Grand Master of the military orders which both provided income for the Crown and acted as a brake on their activities
- advisers were regularly chosen from the nobility; this generated prestige, gave them work to do and generated a degree of loyalty to the Crown
- legal systems were set up and provided access to courts in specific towns, laws were codified and the monarchs also published their own ‘pragmaticas’ or decrees

Candidates may conclude that the conquest was important because it was a significant and very visible symbol of the power, energy and ambition of the monarchs, adding to the strength and security of Spain; others may see it as a cause of further tensions. Spain was still an intolerant society and the Muslims of Granada who were forcibly converted were regarded as second-class citizens.

Question 2

- 02** How far had the Catholic Kings secured financial and economic stability in Spain by the death of Isabella in 1504? (45 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme for essays at A2

- L1:** Answers will display a limited understanding of the demands of the question. They may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a part of the question. Alternatively, they may contain some explicit comment but will make few, if any, synoptic links and will have limited accurate and relevant historical support. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **0-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be primarily descriptive with few explicit links to the question **or** they may contain explicit comment but show limited relevant factual support. They will display limited understanding of differing historical interpretations. Historical debate may be described rather than used to illustrate an argument and any synoptic links will be undeveloped. Answers will be coherent but weakly expressed and/or poorly structured. **7-15**
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- L5:** Answers will show a full understanding of the demands of the question. The ideas, arguments and information included will be wide-ranging, carefully chosen and closely interwoven to produce a sustained and convincing answer with a high level of synopticity. Conceptual depth, independent judgement and a mature historical understanding, informed by a well-developed understanding of historical interpretations and debate, will be displayed. Answers will be very well-structured and fluently written. **38-45**

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Candidates should consider the situation on the accession of Ferdinand and Isabella, the resources available to them and the extent to which they had succeeded in securing financial and economic stability by 1504. There should be some awareness of the differences between the financial and economic issues. They may make reference to the following information:

Their achievements could include:

- the setting up of new systems for collecting taxes, e.g. *corregidores*
- the development of new taxes, e.g. the *servicio*, the *alcabala*, taxes on military orders, and customs duties which rose by 60% and could be levied without the approval of parliament
- the raising of money for specific purposes via the Cortes which gave occasional subsidies, e.g. 1500–1504, 300 million *maravedis* granted for military purposes
- the doubling of ordinary annual income from 150 to 320 million *maravedis* in the years 1481–1510 through the *alcabala* and ensuring that collections were efficient
- regular auditing of accounts and central record-keeping were established so that checks could be maintained
- the Church agreeing to the right for the Catholic Monarchs to take one third of all tithe payments (*tercio reales*) in perpetuity
- customs duties rose by 66%
- in economic terms, the wool industry brought some prosperity, there was developing trade with Europe and a movement towards trade with the New World; sheep taxes were reduced, enclosures prevented and the *Mesta* allowed greater powers
- there was some attempt to regulate trade, e.g. trade fairs, exports were to be exported in Castilian ships, Seville was given the monopoly to regulate trade with the New World
- the currency was reformed to establish 3 common coins across Spain

In more negative terms:

- most attempts to deal with the economy grew out of specific problems, e.g. prohibiting imports of foreign cloth to protect domestic textile industries
- some industries received only limited support, for example cloth and iron, possibly because of the emphasis on sheep farming
- the tax system favoured the wealthy
- large amounts were spent on court expenses, grants, pensions and war
- tax-farmers creamed off significant amounts
- debts had accumulated from the Granada war; diplomatic expenses, which enabled Ferdinand and Isabella to know more about activities of the other powers, were costly; this led to loans and the issuing of *juros* or government bonds to raise money. The interest was high
- exempting the clergy from the *alcabala* (which was a major source of income) reduced income dramatically
- Mediterranean trade declined considerably through the period
- trade was hampered by customs barriers between different parts of Spain and this was never rectified. An additional hindrance were guilds resisting new methods and ideas
- the wool trade grew at the expense of agriculture and generated an imbalance in the economy; raw wool was exported and a native textile industry was not developed

Candidates should be aware that, as a result, Charles I inherited a country which was very nearly insolvent and was relatively backward in relation to other European counterparts.

Question 3

- 03** To what extent was Catholicism under threat in Spain in the years 1504 to 1556?
(45 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme for essays at A2

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Indicative content

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Candidates should have some understanding about religious groupings in Spain and the influence of the geographical, political and social and economic characteristics of Spain on religious development. They should be aware of the influence of Muslim and Jewish communities and the extent of the threat they posed to Catholics, the ways in which these communities developed and the outcome by 1556.

Catholicism under threat:

- abuses were rife; there were regular cases of lack of knowledge of, for example, the Ten Commandments and the four main prayers
- mystics and new orders sprang up, e.g. in 1527 a group of mystics (alumbrados) were established in several areas of Spain
- concern about Jews (Conversos) and Muslims who had ostensibly converted to Christianity
- use of the Inquisition to root out opponents – possibly up to 2000 burned
- the establishment of convivencia was seen as an encouragement to allow other religious groups to flourish
- the influence of Erasmus and others and their writings, e.g. Valdes published, *Dialogue of Christian Doctrine* in 1529
- the spread of Lutheranism
- the rebellion of the Moriscos in 1568 after decrees were issued to suppress both their culture and their faith

Evidence against the idea of threats to Catholicism:

- the monarchy were staunchly Catholic
- the work of the Inquisition; established by Ferdinand and Isabella in 1478. By 1504 it was interfering in the daily lives of the people, e.g. searching out cases of heresy, usury, blasphemy, witchcraft etc. and encouraging conversion or reconversion; although several hundred Spaniards were suspected of heresy, fewer than a dozen were burned (suggesting inadequate evidence or lack of guilt). Jews were dealt with more severely, e.g. they lived in walled off areas in towns, had to wear distinctive badges etc. and were eventually expelled in 1492. However, there is some evidence that the Inquisition got out of control, e.g. one Inquisitor executed 200 innocent people – all evidence was false. There were regional variations in numbers of executions and 80% of all executions were in the earlier part of the period. Kamen, however, has estimated that only about 2% of those accused were subject to the death penalty
- Cisneros established a programme of reform, e.g. in monastic discipline, founding the University of Alcalá to encourage theological studies and publishing the Polyglot Bible in 1522. This helped to maintain focus on Catholicism
- the influence of individual priests and nuns who encouraged piety and reform, for example St John of the Cross, Theresa of Avila, the work of Cisneros, in tightening monastic discipline; the founding of new orders such as the Jeronimites

- the authority of the monarchs over the Church, for example in making appointments and their individual contributions, such as that of Charles I who campaigned extensively against Protestantism and used imprisonment for those he perceived as enemies of the faith: Illuminism, Erasmists, the Seville group etc. through censorship, e.g. the introduction of the Index, the banning of Lutheran works, the forbidding of students to study abroad.
- Philip II suppressed the Moriscos after their rebellion in 1568 through decrees and resettlement; expulsion came in the 1580s
- the influence of the Council of Trent, for example the use of the new Breviary and Missal, more instruction for the clergy and young people
- support for Lutheranism was limited because controls were so tight; books were banned; possibly only 2/3 people were burned for Lutheranism. There were few printing presses in Spain, the Pyrenees were an effective barrier and Spain was generally more rural than some centres of Protestantism, thriving on the printing press, public sermons and large groups of people gathered in one place

Candidates could suggest that although heresy may not have been as great a threat in reality as the rulers of the day thought, had there had been a greater willingness to reform the Spanish Church, there might have been no issues of heresy at all. The latter part of Philip's reign did see a resurgence in Catholicism through the influence of the Council of Trent and his own example.